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ABSTRACT

The purpose of this report is to highlight common themes and issues expressed in papers presented at the International Symposium on "Trends in Social Science Research on Children." Issues fall into four general areas: children's needs, particular groups of children, child-rearing environments, and research methodology. Major issues and themes were (1) necessity of adequate nutrition, (2) need for active engagement with the environment, (3) pervasiveness of cultural effects, (4) centrality of self-concept and values, (5) sex differences in cross-cultural perspective, (6) special needs of the disadvantaged child, (7) necessity of bridging contexts and building supports, (8) focal role of the family, (9) optimization of traditional stability and modern development, (10) action and the choice of units of analysis, (11) need for environmental assessment and indicators, and (12) need for contextual measurement. Each issue is briefly discussed. Recommendations and proposals for practical action are made. Plans for the implementation of a network to facilitate communication among investigators concerned with child development research as broadly defined are reported. Participants' reflections on conference topics are appended along with names and addresses of participants and observers. (Author/RH)

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UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL SYMPOSIUM ON
"TRENDS IN SOCIAL SCIENCE RESEARCH ON CHILDREN"

Austin, Texas, United States of America

9-13 September 1979

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FINAL REPORT AND RECOMMENDATIONS

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The Symposium took place at the University of Texas, Austin, Texas, U.S.A. from 9-13 September 1979. The meeting was hosted by the Hogg Foundation for Mental Health and the Institute for Human Development and Family Studies of the University of Texas. The 19 participants (child psychologists, sociologists, educators, nutritionists, pediatricians) came from 14 countries, both industrially developing and developed. The United States National Commission for Unesco, Washington, D.C., Unicef, the World Health Organization and the Pan American Health Organization were represented. The National Institute of Mental Health, Washington, D.C., the John F. Kennedy Center for Research on Education and Human Development, Nashville, Tennessee, the World Organization of Early Childhood Education, and the Children's International Summer Village, had sent observers.

On behalf of the Director-General, the meeting was opened by the Director of the Division for the Study of Development, Unesco, Paris. Professor Wayne Holtzman, President of the Hogg Foundation for Mental Health of the University of Texas welcomed participants on behalf of the Foundation and the University, Professor Judith Torney made an inaugural statement on behalf of the National Commission.

The Groups elected Professor Wayne Holtzman (U.S.A.) as Chairman. Vice-Chairpersons were Professor (Ms) S. Sadli (Indonesia) and Professor L. Venger (U.S.S.R.). Professor Brian Little (Canada) was elected Rapporteur.

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I. Background and Issues

1. As a contribution to the International Year of the Child the Sector of Social Sciences and their Applications in its programme for 1979-1980 (20 C/5 paragraph 3287) foresaw to hold a symposium on trends in social science research on children. The meeting was to be a first phase of a long-term, interagency and possibly intergovernmental programme studying the socio-cultural problems relating to

- the status
- the situation and
- the role

of children

- within a society
- in different societies and
- in various cultural contexts.

The programme proposes to offer an inter-disciplinary, problem-oriented, integrated approach to research on children. It aims at overcoming some of the barriers often existing between research carried out by behavioural scientists, sociologists, educators, child welfare officers, pediatricians, environmentalists, linguists, biologists and philosophers. Moreover, it should help to bridge the gap which, due to lack of mutual information or semantic difficulties, separates researchers from decision makers. By promoting the establishment of an international network of child research institutions, the project seeks complementarity and not duplication of efforts, counting on the experience of individuals, research teams in universities and laboratories, on training institutions, specialized non-governmental and governmental organizations, as well as on the National Commissions for Unesco in Member States.

Such network programme will enable countries while respecting their specific social, and cultural situations and priorities to collaborate on scientific and practical problems of common concern by

- taking stock
- comparing scientific findings
- confronting diverging points of view
- putting hypotheses to the test
- evaluating and publishing results and
- seeking to re-orient child research in the light of concrete situations

thus making converge the intellectual efforts of the social

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scientist with the preoccupations of the practitioner and the decision-maker.

2. The mandate of the symposium was threefold:

- advise on the relevance, the timeliness and the scientific feasibility of a network programme;
- propose a limited number of priority research areas and projects (not more ambitious than the means would warrant and counsel on the scientific approach, making sure that a compatible methodology is used in the various projects.
- make suggestions for the infrastructure and logistics of a network system and its management.

3. Following an invitation from the United States authorities and with the generous co-operation of the Hogg Foundation for Mental Health of the University of Texas in Austin, Texas, U.S.A., the symposium was held from 9-13 September 1979 in the Will C. Hogg Building on the campus of the University.

The Institute for Human Development and Family Studies of the University joined the Hogg Foundation in hosting the meeting. The United States National Commission for Unesco and the National Institute for Mental Health, both in Washington, helped prepare and hold the meeting.

II. Report

The purpose of this report is not to summarize the individual papers presented at the Symposium but rather to highlight some common themes and issues that arose during the paper session. Of the many issues highlighted by the presentations, the following twelve appeared to be central, either in terms of the frequency with which they emerged, or in terms of their particular relevance to the overall conference goals. They seemed to fall into four general areas involving issues and themes relating to children's needs, to particular groups of children, to child-rearing environments, and to methodology.

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<u>Areas</u>	<u>Major Issues and Themes</u>
Children's needs and influences on human development	1. Necessity of adequate nutrition 2. Need for active engagement with the environment 3. Pervasiveness of cultural effects 4. Centrality of self-concept and values
Particular groups of children	5. Sex differences in cross-cultural perspective 6. Special needs of the disadvantaged child
Child-rearing environments	7. The necessity of bridging contexts and building supports 8. The focal role of the family 9. The optimization of traditional stability and modern development
Methodology	10. Action and the choice of units of analysis 11. The need for environmental assessment and indicators 12. The need for contextual measurement

In the following sections each of the twelve themes will be examined in turn.

1. Necessity of Adequate Nutrition

The vital importance of nutrition as an influence on child development was stressed by Rajalakshmi in her paper on children in India and was reiterated by Durojaiye in speaking about the African context. While the critical problem of insufficient quantity of food for many of the world's children was frequently

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mentioned, several participants noted the importance of additional and related issues, including food quality (Sijelmassi), the possibility of enriched education offsetting diet-linked cognitive deficits (Das), the critical role of knowledge about diet (Durojaiye), and the personal anguish and despair that must accompany chronic hunger (Zigler).

2. Need for Active commitment of Child with the Environment

Central to Bronfenbrenner's presentation was the provision of opportunities for structured environmental experiences under the tutelage of caring adults and the freedom to extend those skills independently. Rajalakshmi also noted the beneficial effect of free exploration of stimulus materials on subsequent test performance. Venger, in his presentation on child development issues in the USSR, stressed the pedagogical importance of studying such purposeful, extended, molar activities.

3. Pervasiveness of Cultural Effects

The pervasiveness of religious, cultural, and linguistic factors on the course of child development was a key theme of Sijelmassi's presentation on child development in Morocco and Arab culture in general (see also Theme 9). The role of the family in transmitting the culture was also stressed, and several participants (e.g., Sadli, Coelho) noted the significance of television as a new agent of socialization and enculturation. The significance of cultural factors in limiting the generalizability of research paradigms and assessment techniques (see Theme 10) was also noted (Wagner, Biaggio).

4. Centrality of Children's Values and Self-Concept

The importance of children's self-concept or self-image in mediating their well-being was stressed in different contexts by Chombart de Lauwe, Zigler, and Diaz-Guerrero. Chombart de Lauwe, for example, discussed data suggesting that low self-concept may interfere with the child's ability to plan projects for the future. One of the likely factors that influences perceived self-worth is the marked differences between cultures in the joy or diffidence with which pregnancy and babyhood are greeted. Several participants (e.g. Sijelmassi, Diop, Rajalakshmi) depicted the developing countries as ones where

the child, particularly for the first few years, was king, and where parenthood carried both joy and transformed social identity to the parent (Sijelmassi). The abrupt shifts from being a cherished child to a barely tolerated teenager struck some investigators (Bronfenbrenner) as of considerable importance, as was another abrupt period of change for the infant-weaning (Diop, Durojaiye). The necessity of providing additional supports to children during these periods was raised as an important issue relevant to the well-being of children.

Values, or systems of values (Kazem, Ardila), were also indicated as important aspects of developmental experience. The need to enhance children's conceptions of interdependence with their contexts was raised at a methodological level (Little), while Shrader discussed the relevancy of the Children's International Summer Village experiment at Tennessee in enhancing children's sense of internationalism. Torney discussed Unesco's mandates in promoting human rights and peace through its programme dealing with children.

5. Sex Differences in Cross-National Perspective

Diaz-Guerrero, in reviewing some of the results of the extensive cross-national (Mexico, USA) investigations with Holtzman, et al. noted substantial sex differences and sex X culture interactions in a number of areas and opted for a cultural/social explanation for these results. Zigler raised the caution that cognitive performance as assessed by the EFT might well reflect biological differences and that we should not shut the door too quickly on a biological explanation. More generally, sex differences were referred to frequently, particularly in achievement/intellectual areas in the developing countries, where expectations for women are considerably lower than for men.

6. Special Needs of Disadvantaged and Handicapped Children

Das, in particular, stressed the importance of enhancing the sense of competency in disadvantaged children and of directing research and action programmes towards eliminating and ameliorating handicapping conditions. Other participants and observers (Batista, Banks) noted that more attention should be given to the problems of these children.

Iscoe raised a related, but largely ignored, area : that of the economic behaviour of welfare families. The administrative psychology of everyday life for disadvantaged families

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would appear to be a deserving focus for applied researchers attempting to mitigate human misery. It might also be a useful adjunct for the family health indicators mentioned by Ojeda from the Pan American Health Organization.

7. The Necessity of Bridging Contexts and Building Supports

Several participants independently noted the importance of a conflict between the home and school as agents of socialization (Bronfenbrenner, Diop, Sadli) (see also Theme 9). Bronfenbrenner, in particular, stressed the need for developing means of bridging different contexts, or eco-settings. This need to provide support and linkage applies both to the child and to his caretakers. The provision of greater flexibility of working hours to facilitate childcare with working mothers was cited as an example of such bridging mechanisms. The embeddedness of children and their caretakers in the larger economic and social-administrative exo-systems was regarded by Bronfenbrenner as a major issue in trying to analyze and design conditions for enhancing the well-being of the child. The complexity of the contextual forces in influencing development demands that the study of such influences be inter- and multi-disciplinary (Kazem).

8. The Focal Role of the Family

A recurring theme running through the papers, and particularly emphasized by Sijelmassi, was that of the centrality of the family in influencing human development, the strains that families are undergoing both in developing and developed countries and the necessity (Theme 7) of providing supports for families going through critical periods of strain. The family was also mentioned as a needed focus for new assessment techniques and health indicators. One aspect of child-family relationships that should be noted is the impact of the child on the family identity, sense of pride, and patterns of interaction. The unidirectional impact of family on child was abandoned in several papers and their mutual influence was emphasized.

9. The Optimization of Traditional Stability and Modern Development

A theme closely linked with the role of the family, but deserving special attention, was that of the alienation and fragmentation brought about by industrialization and the loss

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of contact with the stabilizing forces of traditional culture. This theme was central to the presentations of Sadli, Bronfenbrenner, Diop, Kazen, and Chombart de Lauwe. Diaz-Guerrero noted data indicating the differential effect of conformity on social-emotional development (positive) and on cognitive-intellectual skills (negative). Similar conclusions were reached by participants from Indonesia and Africa. Bronfenbrenner, in particular, emphasized the necessity of providing means of optimizing both the strengths of traditional culture and of modernity. The adoption of Maori concepts of interdependence by contemporary educationists in New Zealand was cited as an excellent example of coming to grips with this issue.

10. Action and the Choice of Appropriate Units of Analysis

Venger and Bronfenbrenner, in discussing the relevance of the tradition of Soviet psychology to pedagogy, stressed the importance of examining contextually relevant, extended, and integrated behaviours. This emphasis upon activity rather than "mere behaviour" was consistent with the methodological orientations of several other participants (Das, Little) who also reported the need to shift assessment procedures to a more global level of analysis (see Theme 11). The choice of appropriate units of analysis arose in several other papers as well, for example in Diaz-Guerrero's analysis of cross-national patterns in cognitive styles.

11. The Need for Environmental Assessment and Indicators

Bronfenbrenner called attention to the fact that while we have a great deal of knowledge relating to children, there is a paucity of systematically gathered information on the contexts within which they live. The need for such environmental or contextual assessment was also raised by Zigler, who suggested that an important inducement to changing environmental conditions affecting the well-being of children would be the existence of universal indicators of social competence which would include subcomponents relating to health, education, the child's expectations, etc. In response to an issue raised by Chombart de Lauwe, Zigler suggested that analysis of such indicators would likely yield two factors : a unique one reflecting the particular sub-region, and a more general one.

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12. The Need for Contextual Measurement

Several concerns about the inadequacy of current methods and assessment techniques were raised. Venger described the current Soviet work on examination of the precise mechanisms underlying cognitive and behavioural acts and contrasted these with approaches which stress mere classification. He and Bronfenbrenner also discussed the importance of formative experiments, those in which we attempt to understand a phenomenon by trying to change it. Little reported on the development of a new methodology that takes an explicit social ecological view of the child as a starting point - a view of child development stressed throughout the Conference. Several difficulties in cross-cultural research methods emerged (Biaggio, Wagner, Diaz-Guerrero, Bonnevaux) and particularly about the difficulties in ensuring that differences in the cultural meaning and interpretation of measures are taken into account (Biaggio, Wagner).

While these twelve points summarize many of the substantive themes arising out of the two-day presentations, they cannot convey that peculiar mixture of events, personalities, foibles, and delights that will make us remember the conference long after the substantive issues have faded and blended into our daily routines.

One of the most symbolic comments of the two-day paper session was the reminder by Diop that social scientists seemed to be rediscovering some of the ancient wisdoms of his country. Such a reclamation of wisdom, however, is a hard one. Iscoe put it succinctly: Our task is extremely difficult, but the goal is worth the struggle.

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III. Recommendations

Bearing in mind Resolution 3.3/3.1, adopted by the General Conference of Unesco at its 20th Session in Paris in 1978, which authorized the Director-General to contribute to the Development of infrastructures and programmes in the social sciences with a view to increasing the different societies' ability to find ways of solving social and human problems, and which invited the Director-General "to promote co-operation among research institutes and individual researchers for the study of problems relating to children in different social contexts within the framework of the International Year of the Child,"

the group unanimously expressed the opinion that:

1. The future development of our society and the equilibrium of mankind are conditioned by the fundamental educational, medico-social, cultural and environmental choices that affect the child;
2. Several specific factors, such as the vital role of nutrition meaningful contacts in childhood surroundings, the examples set by adults, and self-image, play a decisive role in the child's development;
3. There is a need for new approaches, new methods and new systems of monitoring which take account of cultural similarities, cultural differences and the impact of the environment on the child;
4. The special problems of childhood are not confined to a particular pattern of life. They converge, owing to the universal common root of the child's mentality, but may be distinguished according to socio-economic and cultural systems;
5. The family, which is the primary source of balance and development in the child, has broken down in a great many societies, and is disintegrating or isolating the couple. Social developments are tending to fragment society and undermine the basic communities. The child is divided among many institutions which are not interconnected;
6. Social inequalities are a reality, and must be taken into account in any international action;
7. It is necessary to mobilize both modern and traditional resources in order to improve children's competency, well-being and happiness.

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Accordingly, those participating in the meeting suggest that, while safeguarding the right to cultural, social and denominational differences, the following proposals and objectives be taken into account;

1. Providing for the design, analysis and evaluation of the relations between children and their environment that will enhance both competency and well-being;
2. Stimulating the innovative and systematic design and evaluation of new support systems, linking systems and other alternatives for enhancing the well-being and competency of children;
3. Encouraging the development of indicators of social competency and well-being and other methods for the appraisal of the child in context, taking into account both cultural diversity and universality.

To this effect, the symposium submits the following proposals for practical action:

- i. The development of indicators of child development and well-being (including social competency);
- ii. A systematic description and analysis of the contexts in which children spend their lives and the kinds of activities engaged by them and their care-givers;
- iii. The identification and assessment of strategies for bridging context: affecting the development of children (e.g. home and school, work place and family);
- iv. The investigation and dissemination of knowledge about the consequences of malnutrition for children and those responsible for their care.

The meeting furthermore recommended that:

1. A network be established along the lines proposed in Annex 1 to these recommendations. It is essential that such network be multidisciplinary in structure. The network should consist of institutions, or national bodies engaged in research in the field of child development, who share the aims and objectives and functions of the network. The network will also have to be cross-cultural in nature;
2. In order to ensure a rapid and purposeful growth at its beginning, the nucleus of membership of the network should be drawn from a list of well-known and skillful developmental

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specialists who have successfully carried out research in the field of child development. The network should, as far as possible, consist of a broad-based representation of different centers and institutions from the Member States of Unesco;

3. The fourfold nature of the functions of the network as stated in Annex one, be accepted. These are: communication, research, training and organization of small conferences and meetings.
4. Initially the network should stimulate cross-cultural research within the concrete operational themes adopted at the Austin Symposium.
5. Initially the network should encourage the organization of training and professional development programmes as contained in Annex one.
6. Immediately after the Austin Symposium, reports should be published which would highlight the achievements of the symposium and the problems it grappled with. It is hoped that persons from other disciplines would thereby be informed of the activities the network focuses upon. Members of some of these other disciplines may also be encouraged to join the network.
7. Professor Nicholas Hobbs of Vanderbilt University in Nashville, Tennessee, who first proposed the idea of a network, may become a focal point for the exchange of data and information until the possible creation of a small Unesco secretariat for the network in 1981. (In the meantime, Professor Hobbs has accepted to assume this function).
8. Immediate and urgent provision of interim funding for the network's establishment and for its operation prior to 1981 be provided by Unesco to maintain the momentum gained through this meeting.
9. The network should develop links and cooperation with other agencies concerned with the well-being and development of the child (WHO, UNICEF, UNDP, National Commissions for Unesco, Foundations and other interested bodies) in the execution of its aims, objectives and functions.

Annex 1

Suggested Objectives of Network

1. to facilitate communication among investigators concerned with child development research broadly defined, including work in anthropology, education, pediatrics, psychiatry, psychology, sociology, and other disciplines. The Network would attempt to identify who is doing what and where, to encourage the exchange of publications including preliminary and unpublished papers, and to publish an international directory of centers concerned with child development research.
2. to encourage the development of cross-cultural or transnational research projects on child development using common methodologies to facilitate the comparison of results.
3. to provide training opportunities for students and opportunities for experienced investigators to make international contacts and widen their horizons. Of special concern here is the dissemination of information about fellowships and exchange programs.
4. to organize small conferences with objectives distinctly different from large conventions or congresses, notably to make it possible for relatively small groups of people working on the forefront of a particular research problem to work together to examine issues of mutual concern (Hobbs).

Reservations, Caveats

1. The function of the Network in facilitating communication among child development research centers should be kept clear. It should not be construed as an agency for the coordination of research within or among nations. The Network would not attempt to impose research plans, ideologies, or procedures on participating centers.
2. The Network would not itself be a source of funding; however, it might serve to facilitate communication between investigators and sources of research support.
3. The Network should be non-political. Participation in the Network would be open to investigators and research centers in all UNESCO Member States.
4. The Network should make provision for participation by individual scientists and scholars concerned with research on child development who might not be affiliated with a formal center.
5. The Network should strengthen and not compete with existing scientific and professional organizations concerned with research on child development.
6. The Network should not be dominated by any one country, neither in its source of support nor in its governing bodies (Hobbs).

Annex 3

The Acquisition of Baseline Data on Children

The objective, unanimously and heartily endorsed by the participants, is to promote the well-being, happiness, and competence of the child ; yet, we lack information on the extent to which these generalities are not achieved by different segments in the population. This is particularly true of developing countries such as India where epidemiological data on different facets of the development and personality of the child are lacking. Perhaps UNESCO with the co-operation of the national government can take steps to get comprehensive data on the child at the time of the next census. Data could be obtained on the following aspects :

- Distribution of the child population in different segments of the population such as the rural poor, the urban poor, slum dwellers, pavement dwellers, destitutes, institutionalized children, tribal areas, and so on.
- Stratified random samples from each segment could be investigated more systematically for the prevalence of malnutrition and growth retardation, mortality and morbidity patterns, the status of school age children, the percentage attending school at different ages in boys and girls, percentage working, percentage neither working nor studying, their life-styles, etc.

A steering committee of UNESCO or local experts identified by UNESCO could help in the planning and execution of these studies
(Rajalakshmi)

The papers presented and the discussions which ensued clearly indicated that research priorities may vary in different countries because of differences in eco-systems. The following are some of the priorities which emerge from a consideration of the same:

1. The major role of malnutrition in poor areas of the world and the need to assess the immediate and long-term impact of malnutrition in relation to age at onset, severity, and duration were pointed out. The need for developing more appropriate tools for the assessment of this impact, particularly in terms of social competency and the quality of life, was emphasized.

2. The importance of variety and intensity of interpersonal relationships between the child and other members of the immediate or extended family or kinship group was recognized. The impact of urbanization and changes in family structure on such relationships appear to be a vital area of investigation, particularly in industrial societies and societies in developing countries which are rapidly undergoing the transition to urban society often without an improvement in their economic or other resources. Professionalization of child-related services and child abuse were also considered in this context.*

3. The growing alienation from the home and the school and the increase in juvenile delinquency and violence were pointed out. In developing countries, the school may increase the generation gap, and the more so in the case of children who learn in a language different from the mother-tongue. In underprivileged societies, the readiness for school may be seriously jeopardized by a lack of necessary psycho-social experiences and development resulting in stagnation and waste. Even in affluent countries, the lack of achievement motivation and learning difficulties are occurring at an alarming rate. In developing countries the large proportion of children of school-going age who are not attending school and are often obliged to do heavy work with or without remuneration and the impact of this on the quality of the child's life was also pointed out.

The importance of the school in stimulating the child was also apparent in some studies.

* Linked to this is the major role played by the mother in the development of the infant and the vital importance of tactual kinesthetic stimulation, vocalization, and face-to-face interaction provided by the mother. The importance of providing appropriate interpersonal relationships and early stimulation for institutionalized children was pointed out. A framework for these relationships in terms of developmental contexts was suggested.

4. Differences in child-rearing practices which may vary from extreme permissiveness to authoritarianism and their impact on the development of social competency in the child were considered. The sudden shift from permissiveness to authoritarianism and punitiveness around the age of five in pre-industrial societies was also pointed out. The self-image of the child and the impact on the scene of parental status and unemployment was discussed.
5. The major role of structured experiences in the form of activities and role-playing in stimulating the development of the child was discussed. The importance of providing such structured stimulation to underprivileged children was recognized.
6. Cross-cultural differences in child-rearing practices, cognitive development, personality and coping styles, and their relation to social class and set appeared to be another valued area of investigation.
7. The need for developing appropriate tools for the assessment of psychological development, competence, achievement motivation, and the overall quality of life and for making real-life observations and the study of the child in context was pointed out.

In summary, it would appear that in the poor areas of the world, the major problems are malnutrition combined with poverty of the psycho-social environment, which together affect the affective and cognitive development of the child and limit this capacity to benefit from school and to realize his potentialities for physical, emotional, moral, and intellectual development.

A silver lining is the intense interpersonal relationships which mitigate to some extent against the adverse effects of malnutrition and poverty at least during infancy. There is a danger that urbanization associated with decline in breast-feeding and the substitution of inadequate care-takers for the mother may minimize this blessing.

In industrialized societies, the major problems are lack of adequate inter-personal relationships and the alienation of the child first from the home and the dwindling kinship group and later from the school. These phenomena have serious consequences in the form of increase in child abuse, lack of achievement motivation, learning difficulties, violence in schools, delinquency, and crime.

There is an urgent need to identify the nature and magnitude of these problems and to work for their solution and to develop an appropriate methodology for the same capable of application within and across nations and cultures (Rajalakshmi).

Annex 5

One concrete and practical aspect which has not been discussed is how UNESCO could assist a university library to acquire current books, material, or periodicals relevant to the theme of this meeting. This is essential if one of the functions of the network is developing a communication system among the participants/countries. The acquisition of these books or materials is for a country like Indonesia, and for the faculty of psychology in particular, a must if the network is meant to be a vehicle for communication. (Sadli).

Annex 6

Cross-Cultural Research: A Warning

It is clear that we need to understand and explain children's activities and functioning in different ecological contexts within different countries. The temptation to compare problematic children cross-nationally is strong-- this temptation, I humbly submit, should be resisted. Such comparisons tend to be odious and often misleading. It is important to study first, within a culture, varieties of normal children in living contexts, children viewed as subjects and agents interacting with and impacting on their physical and social environments.

I would be interested to receive lively ethnographic studies of various types of competent children in their milieu. I want to learn about specific varieties of normal and exceptionally competent children from Brazil, Egypt, Indonesia, India, and other countries where the experts live. References to novels and essays would also be welcome (Coelho).

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V. LIST OF PAPERS

Invited Papers

Bronfenbrenner, Urie

Contexts of Child Rearing Problems
and Prospects

Chombart de Lauwe, Marie-José

Tendances de la Recherche en
Sciences Sociales sur l'Enfant :
l'Interaction Enfant-Société

Diaz-Guerrero, Rogelio

Social Science Research on Children
in Mexico and Hispanic America

Durojaiye, Michael O.A.

Trends in Child Development and
Mental Health of the Child in Africa

Rajalakshmi R.

This Beautiful Land and its Deprived
Inhabitants

Sijelmassi, Mohamed

Certains Aspects Socio-Culturels de
l'Enfant Arabe

Venger, L.

Assimilation of Social Experience
as the Basis of the Psychological
Development of the Child

Zigler, Edward

The Concept of Competence and
National Social Policy in the Child
and Family Life Area

Additional Papers

Hobbs, Nicholas

Knowledge Transfer and the Policy
Process

Helping Disturbed Children: Psycho-
logical and Ecological Strategies, II:
Project Re-ED, Twenty Years later

An Ecologically-Oriented, Service-
based Classification System for the
Employment of Handicapped Adolescents

Little, Brian R.

The Social Ecology of Children's
Nothings

A Social Ecological Model of
Development

Wagner, Daniel A.

The Effects of Formal Schooling on
Cognitive Style

Societal Antecedents and Behavioral
Consequences in Cross-Cultural Child-
rearing Studies

Quranic Schooling in Modern Morocco

Some Cognitive Perspectives on
Bilingualism in Children

Cultural and Memory Development

Zigler, Edward

The State of America's Children in
the Year of the Child

Our Neglected Children

Changing Trends in Socialization
Theory and Research